Inside SAIS

June 28, 2005
Volume 3, Issue 6

Inside SAIS is published on an as-needed basis

This Issue

Summer Withdrawal Transaction

The summer withdrawal transaction is submitted under certain circumstances when a student fails to enroll as expected for the current school year. Here is a specific example illustrating summer withdrawal:

Johnny is a member of XYZ Elementary School (Grades K-8) at the end of the school year and is promoted from 5th grade to 6th. By virtue of his year-end status (promoted to a grade that exists within this school), Johnny is expected to enroll again in XYZ School at the start of the next school year. If he does not enroll as expected, a Summer Withdrawal with the appropriate S-Code and summer withdrawal date must be submitted to and successfully processed in SAIS as part of the data submitted for the new school year.

- A student may have a summer withdrawal code or an enrollment code, but not both. If a summer withdrawal code has been submitted for a student and then the student enrolls in the school, the summer withdrawal code must be deleted.

Therefore, referencing the above example, if Johnny ever enrolls at XYZ School during the new school year, the Summer Withdrawal (if it was submitted) must be deleted from SAIS.

It is for this reason, that we strongly suggest allowing 10 or more school days to elapse before submitting Summer Withdrawals to SAIS. It is best to be as certain as possible that the student is not intending to enroll before submitting a Summer Withdrawal.

Here are some other notes relating to summer withdrawal:

- In districts where students are promoted from one school to another (i.e. eighth grade at a middle school to 9th grade in a high school) the school that expects the student to enroll (high school) reports the summer withdrawal if applicable.

- The summer withdrawal transaction may be used to add a summer withdrawal record to the SAIS Student Detail Database or to delete or change a summer withdrawal record that already exists in SAIS.

- The date submitted for a summer withdrawal must be after the last day of school for the previous year, but before the first day of school of the current year.

- The grade level reported for a summer withdrawal is the intended grade for the new school year.

Editor's Note: Thank You to the Tempe RTC for collaboration on the above article.

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SPED Data Collection Requirements

UPDATE

As a result of IDEA '04 Reauthorization, ADE/ESS has been notified by the USDOE Office of Special Education Programs (OSEP) regarding new data collection requirements that are mandated for FY 2006. These new data collection requirements have not yet been published as they are currently awaiting approval by the Office of Management and Budget (OMB). Upon approval, they will be published in the Federal Register and states will be able to provide input during the public comment period.

The biggest impacts to special education data submitted to SAIS are the service codes and how they are defined. In brief, these changes are:

- Changing preschool service codes to be similar to the codes for school age students in that they would reflect all time in an early childhood program, not just time receiving special education. This would include codes for percent of time in regular early childhood program for those attending regular early childhood program. It would also include codes for separate class, separate school, residential facility, home and service provider location.

- Changing codes for school age students to reflect time *inside* regular classroom (instead of outside regular class).

- Specific instructions on how to calculate time *inside* regular classroom or regular early childhood program.

ADE/ESS will also be expected to report annual child count and placement data by gender and ELL, which is currently collected in SAIS.

Once finalized, we will publish the newly revised service codes on the ADE/ESS Data Management website, on the Special Education Directors list serv and in a future edition of *Inside SAIS*.

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Support Program FAQs

Q. *Is there a SAIS deadline for transmitting students participating in Title I academically disadvantage support programs?*

A. Schools and LEAs should be entering and updating data consistently throughout the year so that errors can be corrected and quality is maintained. The absolute deadline would be at the end of the school year. This data is required for federal reporting purposes.

Q. *Does participation in an academically disadvantage support program effect state or federal Title I district funding?*

A. Title I funds are derived solely on poverty counts and impact only the amount of funds available to serve students in a program. However, failure to report such data accurately and in a timely manner could result in sanctions against an LEA, which could include loss of funding.

Q. *Is participation in an academically disadvantaged support program used for any AYP calculation?*

A. Not as a separate group. The subgroup in AYP is for economic disadvantage (defined as eligible for free/reduced price lunch) not for participants in the program. However, all students are included in AYP and may be in any or all of the subgroups: race/ethnicity; ELL; low SES; and SPED as well as in the grade level.

Additionally, a school should be evaluating its Title I program by tracking the assessment scores (including AIMS as used in AYP) for the participating students to show that it has been an effective program. Particularly, if Title I students do not meet/exceed standards on the AIMS test, then the Title I program needs adjustments.

Editor's Note: Thank You to Nancy Konitzer, Deputy Associate Superintendent - Title I and NCLB Consolidated Activities of the Academic Achievement Division at the Arizona Department of Education, for providing the answers to the above FAQs.

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SDSUPP72 Free and Reduced Lunch Report Enhancements

The following general modifications have been made to the SDSUPP72 Free and Reduced Lunch Totals report:

- Added Fiscal Year to report header.
- Changed 'Reduced Fee' to 'Reduced Price' in report header.

Under the National School Lunch program, Provisions commonly known as Provisions 2 and 3 reduce paperwork and meal count burdens for schools that have high free and reduced participation eligibility. These are known as Special Assistance schools.

The following modifications, which are specific to students in a Provision 2 or Provision 3 designated school, have been made to the SDSUPP72 Free and Reduced Lunch Totals report:

- Added a 'Special Assistance Indicator' Column with possible values of 'Y' or 'N'.
- If indicator is 'Y' (school is on Provision 2 or Provision 3 status), the Free Lunch count is reduced to 0, and the reduced lunch count reflects all students in that particular entity.
- If indicator is 'N', report counts have not changed.

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SDYE05-01 Year End Enrollment Report

A Year End status report for Student Details has been implemented. This report is titled, "SDYE05-1 Year End Enrollment Report" and is available to authorized personnel via the Common Logon/Student Details Data Interchange/Download area.

This report is based off of the Student Counts report titled "YEE05-01". The same report is referred to in Student Counts as the "ROLL05-01" report as well.

SDYE05-01 Year End Enrollment Report highlights:

- Available at both the District/Charter Holder and School levels
- Available in PDF, XML, and Simple Text Formats
- Output per grade a total count of enrolment activity types broken out by activity code type, ethnicity, and gender

(Activity Types include: Enrollment, Withdrawal, Readmission, Year End, Summer Withdrawal)

- Includes a summary page at both the District/Charter Holder and School levels.

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ELL Program Participation Code Scenarios

Here are a few examples of how to properly code various scenarios of ELL Program Participation for FY 2006:

Sheltered English Immersion Scenario:

Student A is enrolled in his school for the first time on August 15, 2005. Because he is a PHLOTE, he is assessed on August 16, 2005 and achieves a result of "New ELL". The assessment is recorded successfully in SAIS. Student A is subsequently placed in a Sheltered English Immersion classroom, and the corresponding language program captured in SAIS is recorded with a Program Code of 'A' (Sheltered English Immersion; SEI).

Student A is re-assessed on May 2, 2006 and achieves FEP status. His Rapid Report is received from Harcourt on May 17, 2006 showing the student's scores equivalent to FEP. An ELL assessment transaction is entered in SAIS with a result code of "Reclassified FEP", and the student is exited out of the ELL program in SAIS with a Program Exit Date of May 2, 2006.

Bilingual Scenario:

Student B enrolls in Charter A on September 30, 2005 and the student's legal guardian completes the required paperwork to place her in a Bilingual Waiver 1 program. The Charter places her into the bilingual program, and sends the corresponding language participation transaction to SAIS with a start date of October 1, 2005. The language program passes Integrity Checking validations because she was assessed in School A on May 20, 2005 and achieved an assessment result of "Continuing ELL".

Track Change Scenario (continued from Bilingual scenario):

On February 15, 2006, Student B's SAIS membership record is changed because she is transferred from Track 1 to Track 2 in the Charter. The Charter sends a language program transaction to SAIS with an end date of February 15, 2006, and an exit reason code of 8 - "Transferred to Different Grade or Track".

Then, on February 16, 2005, the Charter adds a new language program transaction into SAIS with a start date of February 16, 2006, and a track number of '2'.

On May 12, 2006, Charter A re-assesses Student B and she achieves a result of fluent English proficient. An assessment result of "Reclassified FEP" is entered into SAIS. Then the language program in SAIS is populated with an exit date of May 12, 2006 - the assessment date specified for her on the Rapid Report.

Mainstream Scenario:

Student C enrolled in School B on August 20, 2005 in grade 5. The file delivered to the school by the parent shows that Student C was assessed as a continuing ELL student on May 30, 2005 after having spent the entire previous school year at School A in an SEI classroom. School B decides to place her into a mainstream classroom, and the corresponding language program captured in SAIS is recorded with a Program Code of 'M' (mainstream). In addition to being an ELL student, Student C has a slight learning disability and receives instruction in a SPED setting in addition to regular instruction.

School B records a language program in SAIS as well as the SPED service. Student C remains in the mainstream setting until January 12, 2006. Based on her noticeable improvement utilizing English as a second language, School B exits her language program with exit reason of "Reclassified due to IEP Team decision".

After exiting the language program, Student C continues to receive regular instruction, and SPED services based on her IEP.

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Most Common Integrity Errors for FY 2005 *(as of 6/20/2005)*

1) –43204; Student has NEITHER a year end status NOR a withdrawal that is not followed by a readmission.

2) –44402; Most recent Assessment did not show student to be ELL.

3) –44401; Student must have an Assessment within the current or past fiscal year of the language program start date.

4) –44103; Student may have only a partial absence on first day of membership or withdrawal day.

Inside SAIS & Open Forum Feedback

We encourage any comments, requests for information, and suggestions for *Inside SAIS* and SAIS – Student Details Open Forum Meeting content. Please remit to either of the following e-mail addresses.

InsideSAIS@ade.az.gov

SaisVendorSupport@ade.az.gov

Back issues of *Inside SAIS* are available for reference on the ADE web site at http://www.ade.az.gov/sais/newsletters/